

2018 Administrative Leadership Unit Review of Business, Education, and Professional Programs

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Skyline College Business, Education & Professional Programs Division serves a diverse community of learners and provides student-centered education leading to transfer and to baccalaureate institutions, and AS Degree and certificate career employment. As a gateway to transfer BEPP plays a responsive role in preparing students to become accountable citizens, prepared to make the necessary economic decisions that will benefit their personal and professional lives. The program provides students with multi-disciplinary courses of study in business, education, and career education of the highest standards. Our division is committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. In doing so we strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry. The dedicated and talented faculty in the BEPP Division are committed to creating opportunities and programs that assist students in reaching their educational goals on time.

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

The following programs are housed in the Business, Education & Professional Programs Division (BEPP):

- Accounting
- Automotive Technology
- Business
- Business Computer Systems & Management (BCM.)
- Cooperative Education
- Cosmetology/Wellness (Cosmetology, Esthetician, Massage Therapy)
- Early Childhood Education (ECE.)/Education (EDUC)
- Entrepreneurship and Small Business
- Hospitality and Tourism
- Management
- Real Estate

The Child Development Laboratory (CDLC), Center for Workforce Development (CWD) and Bay Area Entrepreneurship Center (BAEC) are also housed in BEPP. Andrea Vizenor, Director of Career and Workforce Programs oversees BAEC.

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

1. Students served will complete certificates, associate degrees including associate degrees for transfer according to their educational goals;
2. Students served will receive quality career and technical education and training along with internship opportunities consistent with current business and industry trends, fostering employability;
3. Students served will receive support in developmental skills to support their success as they progress through their academic goals to help eliminate equity gaps in student success;
4. Students served will experience a variety of services and division sponsored events related to business, education and professional programs to enhance and support their academic goals;
5. Students served will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses;
6. Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Graduate on time according to their educational goals.

II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

The BEPP Division last year identified the following goals in supporting the Skyline Promise:

- 1. Revise and modify curriculum, certificates and degrees in Business, Cosmetology and Wellness connecting to industry standards.**
 - **Cosmetology program** completely re-wrote the course sequence and redesigned curriculum to include modernized offerings and meet student learning outcomes. The new program will launch in Fall 2018. Deletion of 16 courses because of new curriculum design. Plan to develop new programs like Barbering and cross over courses for Cosmetology and Esthetics. This goal is ongoing.
 - **Wellness program** modified six courses to align hours and units for the program. This goal was completed.
 - **Business/BCM.** programs modified, deleted and banked courses including updating Business/BCM certificates. Banked 8 courses that haven't been offered due to low enrollment and cancellations. The BCM. Department is working on redesigning the BCM. curriculum. Modified the Office Assistant Certificate, removing banked courses. Modified the Entrepreneurship and Small Business Management COA, Entrepreneurship Certificate of Specialization, and deleted Asian Business Practice COA because of low certificate earners and courses not offered because of low enrollment. This is an ongoing goal.
- 2. Modify BCM. courses to a Business prefix. Modify the Business Information Worker Certificate.** The BCM. Department did not complete this goal. The Department is in the research phase and gathering data to make informed decisions about the program. Also, modify the certificate based on industry need and standards. This goal is ongoing.
- 3. Develop Robust Advisory Committees:** Accounting, Automotive Technology, Cosmetology/Wellness held robust Advisory Committees including more industry involvement and input. Business and Business Computer Systems and Management's Advisory Meeting will be in Fall 2018. The Department is working with Career and Workforce Programs to

increase industry partners. This is an ongoing goal for all departments which includes more industry partners co-leading the Advisory Committees.

4. **Department Websites Updated:** Program website enhancements including adding career pathways to inform students of programs. Departments work with Connor Fitzpatrick on website redesign to include information such as Advisory Meeting Agendas and Minutes, and ACBSP accreditation information. This is an ongoing goal to keep websites updated.
5. **Training and improvement to online course delivery, and instruction.** Although faculty who teach online are Canvas trained, I am encouraging faculty to continue taking workshops, seminars and trainings in new pedagogical methodologies in teaching and learning through the CTTL. The goal is to increase success rates in online and face-to-face classes to reach the college goal success rate of 75% or more. 6 out of 10 programs reached the goal of student success rates of 75% or higher. This goal was not met. Note: a breakdown of success rates by dept. is listed in Standard II.B.
6. **Increase online/hybrid course delivery** to increase access, offer fully online certificates and degrees, and to increase enrollment because of the demand for online classes. All BCM and ECE full-time and adjunct faculty have participated in Canvas training. Accounting, Business, and Real Estate adjunct faculty are Canvas trained. Automotive, Cosmetology, Esthetician and Wellness programs are taught primarily in a face-to-face modality.
7. **Increase outreach and marketing of programs to increase enrollment.** The Cosmetology Department focused on outreach events to reaching out to students early to discuss the path to success in the program. Currently the Cosmetology/Esthetician courses have 144 students compared to 92 in spring 2017. Soledad McCarthy and Pcyeta Stroud obtained a PIF Grant to support Business Entrepreneurship with events such as Changing the Face of Entrepreneurship and BAEC summits to increase visibility of our programs. The CTE programs will be collaborating with Career and Workforce programs department to support marketing and recruitment strategies.
8. **Continue supporting adjunct faculty participation in assessment.** This is ongoing, adjunct in all departments are involved in course assessment. An adjunct faculty member in Business Law will be assisting with SLOAC assessment development, and analysis and action plans this summer.

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

- Faculty will improve student success in classes to a rate of 75% or higher: Not all of the departments in the BEPP Division reached the student outcomes goal for 2016-17. The Division has focused on improving student success and retention rates last academic year. An analysis of 2016-17 data indicates that 6 out of 10 programs reached the goal of student success rates of 75% or higher. In 2018-2019, I will be working with Accounting, Business, BCM., and Real Estate programs on strategies to achieve higher success rates. We will be having regular department meetings and coming up with plans for professional development opportunities to help faculty strengthen student learning, engagement, support, and success. The outcome will be to increase success rates for next academic year.

BEPP Success Rates			
Department	2016-2017	2015-2016	
Accounting	62.3%	64.1%	-1.8%
Automotive	87.1%	88.2%	-1.1%
Business	68.5%	69.5%	-1.0%
Business Computer Systems & Management	57.5%	55.4%	+2.1%
Cooperative Education	74.9%	79.9%	-5.0%
Cosmetology	89.3%	87.2%	+2.1%
Early Childhood Education	75.4%	73.6%	+1.8%
Education	92.9%	82.4%	+10.5%
Real Estate	68.5%	67.9%	+0.6%
Wellness	88.7%	78.6%	+10.1

- Faculty in the BEPP Division will increase LOAD to 525 or higher: PRIE data shows the BEPP Load for Spring 2018. As the data indicates the Cosmetology program was the only department in BEPP that had a LOAD at 525 or higher. I will continue to work on maximizing efficiency of courses and decreasing multiple sections of the same course. Also, increasing hybrid/online courses when scheduling as the online/hybrid courses tend to have higher enrollments than face-to-face courses. There will be division and department meetings beginning in fall to come up with planning and strategy meetings with departments on how to increase LOAD.

BEPP LOAD Spring 18	
Department	Spring 18
Accounting	474
Automotive	433
Business	486
Business Computer Systems & Management	474
Cooperative Education	364
Cosmetology	595
Early Childhood Education	475
Education	Cancelled
Family Consumer Science	390
Real Estate	491
Wellness	428

- Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability. The CTE programs had Advisory Committee meetings (some annually and biannually which provided direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of the college programs. By working closely with business and labor communities, we continue to provide high quality workforce training and education to our students so they will succeed in today's job market. The committees make recommendations that will strengthen and help to expand the curriculum to improve the quality of program(s). Members provide valuable input in areas such as curriculum development, student recruitment and placement, staff development, equipment and software recommendations. The Business/Entrepreneurship area will be collaborating with BAEC's Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.

4. Students will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses; All full and part-time instructors in the BEPP Division that teach online courses have participated in Canvas training and are certified. We are encouraging all full-time and adjunct faculty to participate in Canvas training as we are expanding our online delivery. Faculty will be encouraged to continue taking workshops on learning the latest educational technologies and engage in conversations about teaching and learning and learning best practices. Also, to support continuous improvement in online teaching, online course observations include review from an CTTL instructional designer along with the faculty observer following the OEI rubric.

5. Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Get Out....on time!" according to their educational goals. The Skyline College Promise and development of Meta Majors and Guided Pathways was discussed at BEPP Division meetings. Faculty in the Division have participated in Meta Majors and Guided Pathways work meetings throughout the 17-18 academic year and faculty are members of the Design Team. All faculty in their departments have completed mapping of the core courses a student must take to complete a degree or certificate in their respective areas.

II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

- Majors and Guided Pathways Initiative. All degrees/certificates in the Division have been mapped and illustrate clear roadmaps of coursework that students need to complete to earn a degree or certificate. An outcome is for the course sequencing leading to better rates of course completion. The Division's focus is to review curriculum for relevancy and eliminate duplication of classes.
- a) **Retirements in BEPP:** Automotive Instructor, Paul Spakowski retired in June 2018 and Julia Johnson replaced his engine repair course. Her basic fundamental classes are being replaced by adjuncts; b) **Anticipated Full-time Retirements June 2019:** Dan Ming and Ed Yee in Automotive Technology. Re-design efforts of the program are encouraged before any replacements are considered; Professor Guillermo Ortiz in Business. He is currently on phased retirement at 80% for academic year 18-19. A Business replacement position is essential for growth of the program; Claire Muller-Moseley in Family & Consumer Science. No replacement instructor needed as the FCS program has been deleted and the two nutrition courses left in the program will be moving to Health Sciences; c) **Anticipated Full-time faculty retirement end of Fall 2019:** Professor Linda Whitten in Accounting is anticipating retiring at the end of Fall 2019. A full-time replacement position is essential to keep the program stable and to obtain department goals.
- A major goal in the Division is working on reaching 525 load. Strategies in place are twofold: To increase load multiple sections of classes have been maximized for efficiency and the Division is implementing more online/hybrid courses for Fall 2018 and Spring 2019 to increase enrollment as the online courses tend to have higher enrollment. The CTE programs are working on connecting certificates and degrees to industry standards. Strong workforce funds are in place offering outreach opportunities, and connections with high schools partners to help increase enrollment and visibility of programs. In 2017-18 only one department in the BEPP Division reached the target goal of 525 LOAD. Cosmetology had a LOAD of 595.

Program	Load
Accounting	474
Automotive	433
Business	486
Bus Computer Systems & Mgmt	474
COOP	364
Cosmetology	595
Early Childhood Education	475
Hospitality Tourism Mgmt	84
Management	375
Real Estate	491
Wellness Massage Therapy	428

- Full-time Faculty Overload and Reassigned Time: The BEPP Division has multiple Full-time faculty with overload and reassigned time as they fulfill leadership roles on campus including Academic Senate, and Accreditation Co-chair, Many full-time faculty are getting overload for coordination duties in Accounting, Automotive Technology, Business, Cosmetology/Wellness, and Early Childhood Education,
- Perkins/VTEA and CTE Transitions Grant funding that promotes the CTE programs continued for fiscal year 2017-2018. Skyline's allocation for 2017-18 (\$250,712) was larger than last year's by \$1,842 providing additional funding. The 2018-19 Perkins Plan is due June 4th, with Skyline College's allocation anticipated to be equivalent to last years.
- The Business Computer Systems & Management Department is researching moving the BCM prefix to BUS. In addition, modifying the Business Information Worker Certificate in conjunction with the DSN, and Doing What Matters.
- Statewide funding is no longer available to fund Career Advancement Academies, staff and activities on campus. The grant ended June 2018.
- Statewide Strong Workforce funding is on-going legislation that provides yearly local and regional college allocations to advance Career and Workforce programming, partnerships, student success (certificate completion, increased wage gains, and job placement) and faculty professional development. The Department supports dual enrollment course opportunities at local high schools in Automotive, Early Childhood Education and Entrepreneurship.

- Childhood Education Grants:
 - Heising-Simons Grant with emphasis on Early Math and Teacher Intern support ended June 2018
 - PIF request from the Department to revise and extend, supporting EPI Center student assistant, Teacher Internships for Teacher Track Learning Community and Faculty/Staff Community of Practice and staff for TTLC and expansion of Elementary Education.
- The Accounting and Business Departments are researching open source textbooks because of the high cost of textbooks. The Accounting Department is working with publishers to reduce the cost of textbook materials.
- Launching of new curriculum in Cosmetology impacts continuing students, as they will need to be brought up to speed to make the transition from the current curriculum to the new curriculum. The Department is stretched extremely thin as far as staff is concerned. Multiple part time positions should be considered for full-time to meet the growth of the program. With the development of new programs and growth of the Cosmetology/Esthetician program eventually another full-time faculty member request is anticipated.

II.D. Analysis: Unit Personnel

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative

Position	Staffing Levels
	2018-2019
Administration	2.0 FTE
1.0 Dean	1.0
1.0 Career & Workforce Programs Director	1.0
Classified Staff FT	17.0 FTE
1.0 BEPP Division Assistant	1.0
1.0 Instructional Aide II (BCM Lab)	1.0
1.0 COSM Staff Assistant Cat Nguyen	1.0
1.0 COSM Program Assistant Ledesma	1.0
2.0 COSM Aides Hemstreet and Cam Dinh	2.0
1.0 AUTO Staff Assistant Nancy Lam	1.0
2.0 Automotive Technicians	2.0
1.0 Early Childhood Education PSC	1.0
1.0 CWP Project Director – Rita Gulli	1.0
1.0 CWP PSC – Elizabeth Tablan	1.0 SWP Funded
1.0 CWP PSC Visual Communication Coord	1.0 SWP Funded
1.0 CWP PSC (Genentech) Hazel Noah	1.0 Grant Funded
1.0 CWP Dir Retail & Hosp Courtney Tweitmeyer	1.0 Grant Funded
1.0 BAEC Project Director -- Pcyeta Stroud	
1.0 BAEC OA II Linda Truong	1.0
	1.0
Classified Staff PT	4.57 FTE
3 Instructional Aides (BCM lab and ACTG lab)	1.69
1 COSM Office Assistant	.44
1 COSM Storekeeper	.48
2 COSM Instructional Aides	.96
1 COOP OA II	.48
Hourly Staff	
1 BCM Student Worker (Work Study) Adil	Max 20 hours per/wk
1 ECE Student Worker	10 hrs/week PIF Grant
6 CDLC Student Workers (Adult-to-child ratio)	Hours Vary
2 COSM Student Workers (Work Study)	10-12 hrs/week
1 BAEC Short-Term OAI	Evening/Weekend

2 BAEC Student Assistants	Coverage Hours Vary
FTE Faculty Full-Time	22.30
Accounting	2.0
Automotive	6.0
Business Ortiz 80% phased retirement	2.8
CDLC – Tina Watts CDLC Coordinator	1.0
COOP .80 teaching .20 coordination	1.0
COSM/Wellness .50 Coordination .50 teaching	5.0
ECE./EDU. Kate & Nicole	2.0
FCS (Claire Muller-Moseley 50% phased retirement)	.50
FTE Faculty Part-Time (31)	8.32
Faculty Reassigned FTE Full Time	1.8
Faculty Reassigned FTE Part Time	0
Total Full Time Equivalent Staff	55.99

Administration position staffed by the Division Dean, Christine Roumbanis. Andrea Vizenor Director of Career and Workforce Programs.

Classified Staff FT: BEPP: 1 BEPP Division Assistant; 1 BCM Instructional Aide II (BCM. Lab); **COSMETOLOGY:** 1 COSM Staff Assistant (Cat Nguyen); 1 COSM Program Assistant (Robyn Ledesma); 2 COSM Aides (Lynsey Hemstreet and Cam Dinh). **AUTO:** 1 Automotive Staff Assistant (Nancy Lam), 2 Automotive Technicians (Krista Allen, Don Ross). **ECE:** 1 Program Services Coordinator (Kristina Brower). **Career and Workforce Dept:** 1 Project Director (Rita Gulli), 1 Program Services Coordinator (Elizabeth Tablan) SWP, 1.0 – PSC Visual Communication Coord (Claudia Paz) SWP Grant funded, 1.0 – PSC (Genentech) Hazel Noah (Grant Funded), 1.0 –Dir Retail & Hospitality Courtney Tweitmeyer (Grant Funded). **BAEC:** 1.0 – BAEC Project Director -- Pcyeta Stroud, 1.0 Linda Truong, OA II.

Classified Staff PT: BCM: 3 Instructional Aide II's: 2 in BCM. Lab and 1 in the Accounting Lab -David Hall (.73), Fisher (.48), Espinosa (.48); COSM: 1 Office Assistant Amy Hiu (.48), 1 **COSM** Storekeeper (.48), 2 COSM Instructional Aides- Amal Aloudi (.48), Evelyn Smith (.48); **COOP:** 1 OA II Jose Cartagena (.48).

Hourly Staff: 1 BCM. Student Worker (Adil maximum 20 hrs/week); 1 ECE Student Worker (10 hrs/week PIF Grant); 6 CDLC Student Workers, Adult-to-child ratio (Hours vary); 2 COSM Student Workers (10-12 hrs/week - Work Study); 1 BAEC Short-Term OAll (Evening/Weekend Coverage); and 2 BAEC Student Assistants (Hours Vary).

1 Short Term OAll's: Bay Area Entrepreneur Center (BAEC)

Student Workers: 1 in the BCM. lab to assist students in the lab and assist the instructional aides; 2 student workers in the BEPP Division to assist with general office work and assist with Division work. Federally funded – Work study.

FTE Faculty Full-Time: Claire Muller-Moseley (Family Consumer Science) is on phased retirement at 50% for 2018-2019. Guillermo Ortiz (Business/Accounting) is on phased retirement at 80% for 2018-19.

FTE faculty Part-Time: 33 Part-Time Instructors, 8.63 FTE

Faculty Reassigned FTE Full-Time:

- Kathryn Browne, ECE Coordinator 3 FLC, .20 (Fund 1)
- Kathryn Browne, Academic Senate President 6 FLC, .40 (Fund 1)
- Tom Broxholm, AUTO Technology Coordinator 10 hrs/wk overload
- Steven Cooney, COOP Coordinator 3 FLC, .20 (Fund 1)
- Julia Johnson, Evening AUTO Coordinator 2 hrs/wk overload
- Soledad McCarthy, Accreditation Tri-Chair 3 FLC, .20 (Fund 1)
 - BUS Coordinator 5 hrs/wk overload
- Claire Muller-Moseley, SLOAC Work 1.5 FLC, .10 (Fund 1)
- Cassidy Ryan, COSM/WELL Coordinator 7.5 FLC, .50 (Fund 1)
- Linda Whitten, ACTG Coordinator 3 FLC, .20 (Fund 1)

Faculty Reassigned FTE Part-Time: 0 Part-Time

III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative

BEPP Unit Strengths:

Certificates and Degrees Awarded: There were a high number of Degrees and Certificates awarded to students in the BEPP Division. PRIE data indicates that programs in the BEPP Division was included in the Top 10 Degrees and Certificates Awarded in 2012-2013 through 2016-2017. The Top 10 Degrees included: **a)** Business AST, CSUGE 178 degrees (7th); **b)** Accounting, 126 degrees (8th); **c)** ECE, 118 degrees (9th), and **d)** Business Admin for transfer, IGETC, 103 degrees (10th).

Out of the Top 10 Certificates awarded in 2012-2016 nine of the majors were in the BEPP Division including six in Automotive Technology, one in Early Childhood Education and two in Cosmetology/Esthetician.

- 1st Emergency Medical Technology (298 Certificates)**
- 2nd Automotive Technology: Chassis Technology (218 Certificates)**
- 3rd Automotive Technology: Electricity/Electronics (210 Certificates)**
- 4th Automotive Technology: Engines Technology (207 Certificates)**
- 5th Automotive Technology: Drive Train Technology (173 Certificates)**
- 6th Early Childhood Education (161 Certificates)**
- 7th Automotive Technology: Adv Engine Performance (117 Certificates)**
- 8th Automotive Technology: Engine Performance (111 Certificates)**
- 9th Cosmetology (102 Certificates)**
- 10th Cosmetology/Estheticians (93 Certificates)**

Online Learning: All current online instructors both full-time and adjunct have been trained on Canvas and are certified. Departments are committed to offering more online/hybrid sections to increase enrollment. Canvas training for all adjunct instructors in ECE, Business, Business Computer Systems & Management and Real Estate will be completed by Spring 2019 allowing flexibility in scheduling classes. Faculty are committed to participating in CCTL workshops and trainings to increase pedagogical practices to enhance online instruction. A goal for many of our programs is to increase online delivery of courses so that we have fully online certificates and degrees. Currently the ACTG Department offers the Accounting Computer Specialist and Accounting Certificates fully online. Business Computer Systems and Management offers the Office Assistant certificate fully online. We will track retention and success rates in online classes. The goal is to increase the success rates to 75% or higher.

Meta Majors and Guided Pathways: The Division was involved in the development of Meta Majors and Guided Pathways. Faculty in the Division have participated in Meta Majors and Guided Pathways work meetings throughout the 17-18 academic year and faculty are members of the Design Team. All faculty in their departments have completed mapping of the core courses a student must take to complete a degree or certificate in their respective areas.

Ensure compliance with External Regulatory agencies, Accreditation and Certification standards: The BEPP Division ensures ACBSP accreditation standards in the Business programs with continuous improvement by creating the impetus for relevancy and currency of faculty, programs, and courses to best serve students and employers. The Division ensures compliance with external regulatory agencies and makes sure accreditation and certification standards are met with Automotive NATEF, Cosmetology State Board, Massage Therapist Licensing Board, CAMTC and Business ACBSP.

Career and Technical Education: The division is committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. The recent transfer of BAEC to the BEPP Division provides powerful collaboration support for Entrepreneurship. The Career and Workforce Department vision and hiring of Andrea Vizenor has transformed support for CTE programs. With the Strong Workforce Grant funding the CTE programs are enhancing programmatic curriculum which is tied to industry standards, outreach and marketing of programs, and furthering connections with high schools and industry partners. We strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry.

Challenges:

Student Success Rates: A major goal of the BEPP Division will be to focus on increasing student success rates to meet the College goal of 75% or higher. Program Review Data indicates that the success rates in 2016-2017 for Automotive Technology (87.1%) and Cosmetology (89.3%) / Wellness (88.7%) programs have high success rates. The Early Childhood Education program's 2016-17 success rates increased to 75.4%. Other programs in the BEPP Division have low success rates which is unacceptable: Accounting (62.3%), BCM (57.5%), Business (68.5%), and Real Estate (68.5%). Interesting facts: Success rates in Accounting online courses have a higher success rate (63.3%) then the face-to-face courses at 62.3% during the same time period. Success rates in Business online courses (65.3%) were lower then the face-to-face courses (71.7%). Implementation strategies include: working with instructors to

include Supplemental instruction assistance, provide workshops on success strategies (both online and face-to-face) courses, encourage professional development workshops through the CTTL to learn new teaching methodologies and best practices, work with Career and Workforce programs on curriculum redesign and provide faculty with information about the resources available on campus to assist students with success. Division meetings will include interactive workshops on student success and retention topics, early intervention and engagement strategies.

Advisory Committees: All CTE programs held Advisory Committee meetings which provided direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of the college programs. Participation from industry was not as robust as we would like in the Business meetings. Now that BAEC is part of the BEPP Division we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.

Enrollment Decline:

Data from the PRIE office indicates that enrollment from 2015-16 to 2016-2017 went down in face-to-face classes Accounting (20%), COOP (10%), Cosmetology (21%), Early Childhood Education (15%), and Real Estate (25%). During the same time period enrollment went up for Automotive (1%), Business (9%), FCS (8%), and Wellness (21%). The online course enrollment from 2015-16 to 2016-17 decreased in Accounting (8%), Business (8%), (BCM (34%), and increased in Early Childhood Education (9%) during the same period. BCM's online enrollment decreased significantly. The departments recognize the need to improve and update curriculum so it is tied to industry standards. We need to review prerequisites for courses that create barriers for students. In addition, reviewing certificates and degrees that are awarded and streamlining curriculum. We are looking at areas of growth through LMI data in marketing, retail management which aligns with industry demands. Creating fully online certificates and degrees, and expanding GE options within the programs. Outreach is increasing and we have begun working with Andrea Vizenor, CWP and with Strong Workforce funds on increasing outreach to high school students, bridging classes, and offering concurrent enrollment opportunities. It is important to note that data for 17-18 was not posted on the PRIE site. It would be



beneficial to compare 16-17 and 17-18 data as the departments have been working on success, and enrollment strategies.

III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative

BAEC is under the BEPP Division, and we work more closely with SMT and the Fab Lab. In addition, there is much collaboration with BAEC and Business and Entrepreneurship programs.

The Director of Career and Workforce programs works across instructional Divisions to advance and design pathways that meet the needs of our regional workforce. In doing so, CWP collaborates and builds increased synergy across multiple disciplines. For example, Nate Nevado is currently developing a counseling career pathways course to tie in with CTE Career Pathways. Currently Business and Counseling are the only departments that are part of the New World of Work 21st Century Skills Initiative. The Director of Career and Workforce worked to bring the 21st Century Skills training to Skyline College. Faculty from a variety of departments had the opportunity to participate in this initiative.

The Center for Career and Workforce Programs successfully engaged faculty, staff, students and leadership across campus in Strong Workforce program planning and successfully submitted year one's comprehensive SWP Plan. In addition, there is collaboration for dual enrollment courses taught at the high schools with Early Childhood Education, and Automotive Technology. BUS. 166 – The Business Plan was contextualized for Cosmetology students. This was the result of a collaborative partnership between Cosmetology, Business Entrepreneurship and Career and Workforce Programs. This course will be offered for Cosmetology students each summer and integrates dynamic workforce readiness workshops and sessions that equip students with skills impacted by the latest trends in industry giving them the competitive edge and increased opportunities.

Faculty in our Division have many areas of expertise and can teach across programs. For example, Business faculty can teach in Business, Business Computer Systems & Management, Marketing, and Entrepreneurship. In Cosmetology, some faculty are licensed to teach courses in Esthetics and Cosmetology. This allows flexibility when filling faculty Load and sharing of curriculum, and collaboration in building programs.

The Business Computer Systems & Management (BCM) labs have synergy with many departments and Divisions in the College. All departments can book workshops and hold trainings in the labs, and classes other than Business/BCM. are taught in the lab. It is an open lab for Business, BCM. and various other classes. Room 8-121 has been converted to a Mac lab for Math and APP development course instruction.

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

Business, Education & Professional Programs and CTE Programs - The Skyline College Business, Education & Professional Programs Division serves a diverse community of learners and provides student-centered education leading to transfer and to baccalaureate institutions, and AS Degree and certificate career employment. Business and CTE programs will be recognized as the programs of choice for students living in San Mateo County and the Bay area as providing up-to-date training with high job placement rates and high transfer rates. As a gateway to transfer BEPP plays a responsive role in preparing students to become accountable citizens, prepared to make the necessary economic decisions that will benefit their personal and professional lives. The program provides students with multi-disciplinary courses of study in business, education, and career education of the highest standards. The CTE programs are committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. We strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry. Enrollment will increase in all programs by working with Career and Workforce programs on curriculum re-design, working with Meta-Majors and Guided Pathways, outreach efforts including connections with high schools and bridge programs, dual enrollment efforts and offering professional development opportunities for faculty to learn effective pedagogical approaches to teaching and learning. The Division is committed with all these efforts to increase enrollment, reach the college goal of 525+ load and improve student success in classes to a rate of 75% or higher. As we grow staffing needs will increase.

The aspirations for the BEPP Division include:

- Ensure a Division Load that supports the college's overall load goals of a minimum of 525 through effective schedule and section management. The Division aspires to work as a team to develop strategies to increase enrollment.
- Faculty in BEPP will engage in the re-design of CTE and transfer programs and work with the Director of Career and Workforce Programs to advance the redesign of CTE programs focusing on relevant industry driven curriculum.
- Faculty both online and face-to face will commit to participating in CTTL professional development opportunities that will help them strengthen student

- learning, engagement, support, and success. Learn new pedagogical approaches that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners.
- A major goal of the BEPP Division will be to focus on increasing student success rates to meet the College goal of 75% or higher. Implementation strategies include: working with instructors to include Supplemental instruction assistance, provide workshops on success strategies (both online and face-to-face) courses, work with Career and Workforce programs on curriculum redesign and provide faculty with information about the resources available on campus to assist students with success. Division meetings will include interactive workshops for learning best practices of teaching and learning.
 - Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability.
 - All online instructors have been trained on Canvas and are certified. Online faculty are committed to participating in CTTL workshops to increase pedagogical practices to enhance online instruction. Meetings are set-up each semester to track retention and success rates in online classes. The goal is to increase success rates to 75% or more for online courses.
 - Now that BAEC is part of the BEPP Division we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.
 - Comprehensive development of BAEC Entrepreneur services as a part of the Entrepreneurship pathway program.
 - Development of a robust job placement function as part of Career and Technical Education pathway.
 - Implementation of high impact instructional practices that utilize the use of technology and design thinking pedagogy.
 - Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Graduate....on time!" according to their educational goals.
 - Students will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses. Continuous improvement for online instructors by offering

- workshops at Division meetings on various topics to increase success rates both in face-to-face and online courses to reach 75% or higher.
- **Meta-Majors and Guided Pathways Initiative.** All degrees/certificates in the Division have been mapped and illustrate clear roadmaps of coursework that student need to complete to earn a degree or certificate. The outcomes include: curriculum changes and eliminating duplication of courses, improving retention rates by guiding students into a career choice; fewer wasted units, elimination of excess units which costs money and slows students down with their educational goals, and supports on-time graduation. Improves retention by guiding students into a career choice. Course sequencing can lead to better rates of course completion. We aspire to eliminate duplication of classes and continue course and program development focused on industry needs.

The aspirations for the BEPP Department's include:

Automotive Technology = Aspire to grow the program with the development of two certificate programs for the afternoon and evening programming that address the multi-faceted advancement of the Automotive industry. Aspire to be the cutting edge Automotive program in the State. Major goals for the department include: a) Work on re-design and innovation in transforming the 15-unit course structure for the day classes. b) Increase enrollment and LOAD in the Automotive Department: work as a team to reach a 525 load, the current load is 433 for spring 2018. c) Enrollment in Automotive has steadily declined from 2012-2013 (1,316 students) through 2016-2017, (954 students). There was an increase of three students in 16-17. d) Outreach efforts will be coordinated with Career and Workforce program (Strong Workforce funds) and MCPR to promote the program to help increase enrollment. Continue working with Career and Workforce Programs strengthening partnerships with high school dual enrollment opportunities.

Business = Aspire to be the Business/Entrepreneurship program of choice for students in the Bay Area. To reach this goal, the Business programs will work on re-design of curriculum to ensure relevancy with current industry standards. Offer fully online certificates and degrees to meet the needs of student access. In addition, redesign the Business Management Certificate and offer the certificate in a weekend online/hybrid modality. The Business instructors will be known for their role in utilizing innovative pedagogy practices in teaching acting as a facilitator of student learning emphasizing developing students' capabilities in problem solving,

CDLC = Create an organizational structure that provides optimal program services for the college with realistic and attainable budget guidelines for the program. An institutionalized organizational structure allows the program to fine tune delivery modes for all parents, increase the number of FTES for children, and increase the efficacy of program services. Fine tuning existing data and

identifying potential data generated through PRIE would assist in determining the true cost of child care services to the college as a student support and a function of equity and open access. Data collected regarding the number and need of student-parents, retention, transfer, certificate, and graduation rates, time for completion of programs, and employment rates would be helpful in accurately assessing the need within the college and ways to increase efficacy in the program. Advocacy will be ongoing with the department and administration as needed. Tracking systems and/or software designed to streamline data collection is also desired. This is an ongoing action item with a goal to have a stable, institutionalized organizational structure in place by FY 19-20.

Center for Career and Workforce Programs and BAEC = Work diligently with Fortune 500 technology companies such as Apple, Google, SAP, DEV OPS, APP Development, UX Designers and META Company to develop pathways in cyber security. Through the thoughtful engagement of employers at a technical retreat where the reverse engineer pathway experience will take place with key faculty from Skyline College. Funding from Strong Workforce funds will be used to support innovative and responsive projects such as the development of open education resources for career pathway courses.

The Bay Area Entrepreneurship Center (BAEC) is part of the BEPP Division and we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. There will be comprehensive development of BAEC Entrepreneur services as a part of the Entrepreneurship pathway program. Expand Adult School Bridge programming into Entrepreneurship Pathways while providing expanded services through the BAEC and expand partnerships with non-profit organizations to better serve community members.

Cooperative Education (COOP) = Cooperative work experience plans on developing a new marketing strategy to make our program benefits known to our student population. It has been our experience on interviewing new students that they never knew our program existed and were pleased that they could take advantage of such a great learning experience. Our plan is to start tabling prior to the registration period and throughout the semester. We have ordered and received a table cloth, pens and have produced professional handouts for students.

In addition, continue work on the COOP Redesign which includes:

- Marketing and Rebranding
 - Name Change
- Web-based Supports
 - Workforce Readiness Skill Development
 - Career Conversations

- On-Boarding/Orientation
- Leadership/Workplace Advancement
- Work-based Learning Experience

Cosmetology/Wellness Department = Aspire to grow the Department by creating an evening Barbering program. To continue to increase enrollment and by Spring 2019 carry a consistent 250+ students each semester (Cosmetology/Esthetics/Barbering/Massage Therapy). Launch crossover courses allowing students to achieve multi certificates in reduced time frames. For example, completed Cosmetology students will be able to receive their Barbering license in one semester. They can stay five semesters and get three licenses. We aspire to be the best school in the Bay Area. We will be the first Community College in California to offer a Barbering program.

ECE/EDU Department = Aspires to lead the effort to create teacher pathways at all levels. Our program can be pivotal in addressing the teacher shortages in early Childhood, Elementary Education, Special Education and beyond. Our current work and future plans knit together in these ways:

1. Get through: Our teacher intern program is designed to allow students to take core courses and getting experience at the Child Development Lab Center.
2. Graduate on time: we hope to accelerate acquiring an AST Degree by collaborating with other divisions for students to complete their general education.
3. Next steps: Institutionalize the Education Preparation center (EPICenter). Become a pilot program for a Bachelor's degree in Education.

The Department aspires to increase enrollment with the following Enrollment strategies for Education/Child Development by:

Diversifying course delivery. We have begun diversifying our modes of course delivery in the following ways.

1. We continue to offer courses evening, and Saturdays along with the usual daytime offerings.
2. We are increasing our hybrid and online offerings of core courses.
3. We have encouraged adjunct faculty to be DE certified.
4. We are piloting hybrid courses in a way that allows students to complete their course work in a shorter amount of time.
5. We are collaborating with SMT to offer Elementary Education and Math courses in a block matter.
6. We will be offering core courses as dual enrollment at a high school this coming year.

Recruitment ideas. We have begun recruiting students in the following ways:

1. Create Teacher internship program that offers students experience at CDLC while taking beginning core courses.
2. We attend job fairs in the community and at local high schools.
3. Working with the Center for Career and Workforce to promote our program and teach courses at local high schools.
4. Develop 1 unit education; focused courses, so that the current professional teacher community in the county will take our courses for professional development.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative